



USING A VIDEO SELF-MODELING STRATEGY TO ENHANCE READING OUTCOMES AMONG STUDENTS WITH OR AT RISK OF SPECIFIC LEARNING DISABILITIES: A SYSTEMATIC REVIEW

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ABSTRACT

Most students with learning disabilities struggle to be effective readers. The video self-modeling (VSM) strategy has been considered an evidence-based practice that can be used to enhance academic and behavioral performance among students who have special needs. However, few studies have explored the utility of the VSM strategy to enhance reading achievement for students with or at risk of specific learning disabilities (SLD). Thus, this systematic review was conducted to determine the effectiveness of utilizing the VSM strategy to promote reading outcomes among students with or at risk of being diagnosed with SLD. Five studies were located and reviewed. The results identified the VSM strategy as a promising practice that can be adopted by schools to support struggling readers; however, much remains to be done to ensure positive reading outcomes for students with or at risk of having SLD.

KEYWORDS: Specific Learning Disabilities, Video Self-Modeling, Reading performance.

1. INTRODUCTION:

Reading performance is considered an essential skill to achieve academic success (Reis *et al.*, 2011). Indeed, approximately 70% of students who drop out of school are diagnosed with reading difficulties (Fenty *et al.*, 2015). Moreover, students who identified as having reading difficulties account for 80% of those identified as having learning disabilities (Therrien *et al.*, 2012). These students struggle with one or more of the following five reading components: phonemic awareness, phonics, fluency, vocabulary, and comprehension (Vasquez and Slocum, 2012).

To enhance reading performance, students need to listen to a fluent model reading; this method increases the students' fluency, reading comprehension, and awareness of their reading skills (Allington & Gabriel 2012). To apply this method, reading teachers work as models for students by giving students instruction to guide their attention; the teachers then read the text aloud while the students follow the teachers and read silently (Paige *et al.*, 2012). Fluent students can also help less fluent students by providing a model of fluent reading, feedback, and word clarification (Hasbrouck, 2010).

These types of modeling have been frequently utilized by educators; however, since video technology became available, teachers have started to use students as models for themselves (Collier-Meek *et al.*, 2012) using the video self-modeling (VSM) intervention, which is recommended as an evidence-based strategy that can be used in advanced levels of response to intervention (RTI) to support the students' academic and behavioral skills (Rao *et al.*, 2012).

1.1 Video Self-Modeling Intervention:

The video self-modeling intervention is a simple method that has been used to develop academic and behavior skills among students (Rao *et al.*, 2012). Through this technique, students can observe and mimic target behavior by watching video recordings of students that filmed themselves doing the target behavior successfully (Bellini *et al.*, 2007). The first appearance of VSM was in the Creer and Miklich (1970) study, where the researchers designed a behavioral intervention to modify the inappropriate social behavior of a ten-year-old boy who received asthma treatment in a residential treatment center for children with intractable bronchial asthma. Creer and Miklich started the intervention by applying roleplaying, but the subject's behavior did not change. They then applied the VSM intervention, which modified the subject's behavior positively.

The effectiveness of using VSM to improve academic achievement has been proven by a myriad of studies. Hitchcock *et al.* (2003) reviewed 18 studies to determine the impact of applying the VSM strategy to improve academic and behavioral skills among students with or without disabilities in school settings. The findings of this study suggested that VSM is an effective strategy that teachers can use to improve academic, behavioral, and social outcomes. Similarly, Mason *et al.* (2016) reported the same result after conducting a meta-analysis of 14 single case studies that studied the influence of the VSM strategy on students with special needs. The results indicate that VSM has positive impacts on student outcomes in general, but the strongest impacts noticed were for students with autism who were joining preschool and elementary school. Gelbar *et al.* (2012) also demonstrated the strong impact of this strategy on students who have autism by reviewing studies that used VSM as an independent variable to increase language, communication, and social skills among autistic students.

The positive impact of the VSM strategy can also be seen on the academic performances of students who have special needs. Prater *et al.* (2012) reviewed eight studies that examined the impact of VSM on the academic outcomes of students with special needs. The results showed that VSM intervention is a promising method that can be used to increase student performance. By the same token, VSM was recommended by Ortiz *et al.* (2012) to support reading fluency and reading comprehension in students who struggle with reading because of a lack of English language skills. After reviewing five studies that used VSM to enhance reading skills for English language learners (ELL), the researchers confirmed that student reading scores in all five studies increased in response to VSM intervention. The influence of the VSM strategy on ELL reading skills showed positive impacts on student reading.

In general, few studies have examined the impact of applying the VSM strategy to enhance oral reading fluency (Montgomerie *et al.* 2014). No review has been published specifically on implementing the VSM strategy to increase reading achievement among students with or at risk of reading difficulties caused by specific learning disabilities (SLD), as opposed to other disabilities or the deficit of English, for an ELL. Therefore, the purpose of this systematic review is to examine the effectiveness of VSM intervention on reading performance in students with or at risk of SLD. The study was designed to answer the following questions: (a) What are the characteristics of the VSM study samples (number, gender, grades, disabilities)? (b) What are the single-subject study designs that were applied in these VSM studies? (c) Was the VSM intervention applied alone or with other intervention components (e.g., behavioral strategies such as using reinforcers and academic strategies such as reading strategies)? (d) How did the VSM intervention impact student reading performance?

2. METHOD:

This systematic review of the VSM literature was conducted to examine the impact of VSM intervention on the reading performance of students with or at risk of SLD. Relevant studies were collected from electronic databases using five main terms: video self-modeling, video self-modeling and reading, video self-modeling and learning disabilities, self-modeling, and video feedback at reading. Five electronic databases were used to locate the required articles: Google Scholar, ProQuest, Education Resources Information Center (ERIC), SARA and GEorge (SAGE) and Elton B. Stephens Company (EBSCO). These databases were selected as the main resources for articles because they contain a variety of publications on education and special education and provide access to peer-reviewed journals that focus on examining and reviewing educational practices.

2.1 Inclusion and Exclusion Criteria:

The potentially relevant articles that were included in this systematic review were selected according to specific inclusion criteria. First, the studies had to be published in peer-reviewed journals between January 1998 and December 2016. Articles were selected starting from 1998 because the first article that examined the use of VSM to increase student reading fluency was published in this year by Bray *et al.* (1998) (Greenberg *et al.*, 2002). Second, the studies had to use VSM as an independent variable and reading outcome as a dependent variable. Third, the research had to utilize single-subject designs to evaluate the effect of VSM intervention on student reading. This type of research design was selected because of its critical characteristics; because of these characteristics, this design is increasingly used by researchers in special education (Cakiroglu, 2012). Finally, the participants included in the study were identified as students with

SLD or at risk of having SLD; studies that included students who faced reading problems because English was not their first language were excluded. Studies that did not meet these criteria were excluded.

The search yielded a total of 184 articles. Studies were excluded for the following criteria: (a) studies that utilized research designs other than single-subject study, (b) studies that utilized VSM to develop student performance in subject areas other than reading, (c) studies that included participants with reading problems because they were ELL, and (d) studies that were not published in peer-reviewed journals. Five studies met all inclusion criteria and none of the exclusion criteria. The five articles were published in the following five journals: *Special Services in the Schools*, *Learning Disabilities Research & Practice*, *Learning Disability Quarterly*, *Journal of Learning Disabilities*, and *New Zealand Journal of Psychology*.

2.2 Coding Procedures:

Each included study was analyzed for the following features: demographic information (article author(s), year of publication, and journal), independent variable(s) (VSM, reading strategies, and behavioral strategies), participant characteristics (age, grade, and disabilities), study design (type of single-subject designs and other designs included), dependent variable (target reading skills), school settings (special education classroom, general classroom, etc.), and study results. The information is organized in Table 1 and is reviewed in the results section. Further information was added where required.

3. RESULTS:

Five studies using VSM to improve reading performance for students with or at risk of being identified with SLD were included in this systematic review. The results were arranged by participant and school setting, study design, intervention, reliability and validity of the studies' intervention measurements, and results. A summary of the results is included in Table 1.

Table 1
Video self-modeling intervention to enhance students' reading achievements

Author(s)	Design	(n) & gender	Grade(s)	School setting	Interventions	Target reading skills	Results
Hitchcock, Prater, & Dowrick (2004)	Single-subject design (a multiple-baseline design across two behaviors: reading fluency and comprehension)	(4) 2 with SLD 1 develop mentally delayed 1 at risk of developing SLD 1 female 3 males (3) met the study criteria 1 female 2 males	1	Independent classroom (portable classroom)	Community partner tutoring as a model to enhance students' reading fluency by applying a memory game. Tutoring and self-modeling videotapes to enhance students' reading fluency. Community partner tutoring as a model to enhance students' reading comprehension by applying a story map Tutoring and self-modeling videotapes and a story map to enhance students' reading comprehension	Reading fluency and comprehension	Students' reading fluency and comprehension skills increased after receiving a community partner and video self-modeling intervention. In pre/post standardized assessments: students made progress according to age-equivalent scores Student scores in the Woodcock Reading Mastery Test—Revised did not show any increase Student scores in the Achenbach System of Empirically Based Assessment Teacher Rating Form reflected an improvement in student achievements
Decker & Buggey (2014)	Single-subject design (a multiple-baseline design across participants) Control & comparison groups	(9) All were diagnosed with SLD 5 females 4 males (3) met the study criteria 2 females 1 male	3, 4, 5	Special education resource room	Video self-modeling for the first group Video peer modeling for the second group Typical classroom instruction for the control group	Reading fluency	The reading fluency of the 3 students who received video self-modeling and the other 3 students who received video peer-modeling was increased according to Curriculum-Based Measurement (CBM) Students in controlled group showed slow progress in reading fluency in CBM
Ayala & O'Connor (2013)	Single-subject design (a multiple-baseline design across participants)	(10) All were at risk of SLD One did not speak English as a first language 3 females 7 males (9) met the study criteria 2 females 7 males	1	Tier 3 reading instruction Reading specialist's classroom	Tier 1 reading instruction Tier 2 reading instruction, which includes Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words Tier 3 reading instruction, which includes video self-modeling	Decoding skills	Students showed progress in developing decoding skills according to three measurements tools: Basic Phonics Skills Test (BPST), Nonsense Word Fluency (NWF), and CBM.
Bray, Kehle, Spackman, & Hintze (1998)	Single-subject design (a multiple-baseline design across participants)	(5) All were at risk of SLD 2 females 3 males	3	General classroom	Video self-modeling Self-monitoring	Reading fluency	Student achievements in reading fluency were increased.
Montgomerie, Little, & Akin-Little (2014)	Single-subject design (a multiple-baseline design across participants)	(4) All were at risk of SLD 1 females 3 males	3	Independent classroom	Video self-modeling	Oral reading fluency	The reading fluency skill increased in three out of four students. The impact of video self-modeling was not efficient; student reading performance did not increase in the classroom.

3.1 Participants and School Setting:

Of the total 32 elementary school students included in the five studies, only 24 are taken under consideration in this systematic review because they meet the review criteria. The 24 students under review included 14 males and 10 females. Five students (21%) were diagnosed with SLD, while 19 (79%) were at risk of being diagnosed with SLD for their reading delay in comparison with their peers in the same grade. English was considered the first language of all students. However, one student included in Hitchcock *et al.* (2004) was diagnosed as mentally delayed, and one of the students in Ayala and O'Connor (2013) did not speak English as a first language.

Students in these studies were enrolled in elementary school grades, with 50% in the first grade, 42% in the third grade, and 8% in the fourth and fifth grades. Four of the studies were conducted outside of general classrooms. Students in the Hitchcock *et al.* (2004) and Montgomerie *et al.* (2014) studies received the VSM intervention in independent classrooms; students in the Decker and Buggey (2014) study received the intervention in a resource room; and students in the Ayala and O'Connor (2013) study received the intervention in a reading specialist's classroom as a part of tier three of RTI. In Bray *et al.* (1998), students received the intervention in the general classroom.

3.2 Study Designs:

According to the inclusion criteria, all studies included in this systematic review applied single-subject designs. Four of the studies (Ayala and O'Connor, 2013; Bray *et al.*, 1998; Decker and Buggey, 2014; Montgomerie *et al.*, 2014) adopted a multiple-baseline design across participants, while Hitchcock *et al.* (2004) applied a multiple-baseline design across behaviors to monitor student achievements in two reading skills, include reading fluency and reading comprehension. In addition to utilizing a multiple-baseline design across participants, Decker and Buggey (2014) used a comparison group when they examined the effectiveness of the VSM intervention.

3.3 Interventions:

Video self-modeling is not the only independent variable utilized in four studies to develop student achievement in reading. Oral reading fluency was a target skill in four studies. Bray *et al.* (1998) used VSM and self-monitoring strategies to develop students' oral reading fluency. Decker & Buggey (2014) applied VSM for one group of students and video peer modeling for another experimental group to compare student results. Hitchcock *et al.* (2004) utilized a variety of strategies to develop students' oral reading fluency and reading comprehension skills; to develop oral reading fluency, the researchers used VSM, tutoring as a model for students, and applied a memory game; to develop reading comprehension, they used VSM, tutoring as a model, and applied a story map strategy. Montgomerie *et al.* (2014) applied VSM alone to support students' oral reading fluency. Ayala and O'Connor (2013) is the only study to have applied VSM as a part of tier three of RTI to develop decoding skills among students who were at risk of SLD; students in this study also received tier-one reading instruction and tier-two intervention, which were provided to students to develop their skills in phoneme awareness, phonics, and sight words.

3.4 Reliability and Validity of Intervention Measurements:

All five studies included in this review indicated a high degree of reliability as represented by a quantitative index (e.g., agreeing percentages between observers); however, none of these studies provided quantitative information about the validity of the methods. In three of these studies, researchers discussed validity by providing qualitative information that was gained from interviews (Bray *et al.*, 1998; Ayala and O'Connor, 2013) and focus groups (Hitchcock *et al.*, 2004). In one of these studies, the researchers mentioned that validity was not formally measured (Decker and Buggey, 2014). It was not clear how validity was assessed in the Montgomerie *et al.* (2014) study.

3.5 Study Results:

A positive change in student reading achievement was documented in each study. Across studies, students used VSM to develop their reading performance in specific reading skills (oral reading fluency, reading comprehension, and decoding skills) that were selected according to their needs. Significant changes in student reading responses occurred in three studies (Ayala and O'Connor, 2013; Bray *et al.*, 1998; Hitchcock *et al.*, 2004) in response to VSM and other components included in the intervention (reading tutor, memory games, story maps, self-monitoring, and different levels of RTI instruction). However, the two remaining studies applied VSM alone to enhance oral reading fluency among students. One of the studies reported a positive increase in student reading outcomes (Decker and Buggey, 2014), while the other reported an increase in reading outcomes but not for all students; indeed, researchers in this study did not consider VSM an efficient intervention (Montgomerie *et al.*, 2014).

4. DISCUSSION:

Bandura (1965) recommended using modeling procedures to modify unacceptable social behavior. Creer and Miklich (1970) developed a special way to use the modeling strategy: they used VSM to modify a social behavior of a child who was enrolled in a health program in a residential treatment center. The use of the VSM strategy has developed over time, and researchers started to use this strategy to develop student academic performance. One of the earliest studies was that of Bray *et al.* (1998). The researchers used video modeling to give students

with reading problems the opportunity to see themselves while they were reading text successfully, and then to imitate their reading. Indeed, the results of this systematic review indicated that students who have or who are at risk of having SLD can achieve substantial gains in their reading skills.

This finding is consistent with the results of previous review studies that recommended the use of VSM as an effective practice for students with or without disabilities (Gelbar *et al.*, 2012; Hitchcock *et al.*, 2003; Mason *et al.*, 2016; Prater *et al.*, 2012) and ELL students (Ortiz *et al.* 2012) to improve behavior and academic outcomes. Although the results of the studies in this systematic review supported implementing VSM, it is important to note that three of these studies implemented VSM in combination with other strategies. One of the two studies that applied VSM alone considered the VSM intervention inefficient (Montgomerie *et al.*, 2014) and the students did not show any progress in general classrooms, which makes the skill generalization questionable. The results of this review prompt questions about the reliability of implementing VSM interventions with students who have SLD because students who have SLD represented only 21% of participants in the studies included in this review.

Video self-modeling has been recommended as a motivating intervention that can be easily implemented in real-life school settings (Schaeffer *et al.*, 2016). Four of the studies included in this review implemented the VSM intervention in independent classroom settings, which leads to the question as to which is the best setting for the implementation. In addition, the use of video in schools is encouraged because it is inexpensive and easy to utilize; however, it is not clear if this tool can be used independently by young students to monitor their response (Ayala and O'Connor 2013) or if the students and educators have access and skills to use these technological tools (Robson *et al.*, 2015).

4.1 Limitations:

Although this study shows VSM to be an effective intervention to support struggling readers, a limited number of studies were included in this review according to the selected criteria. The target studies were selected according to inclusionary and exclusionary criteria. Specific research terms and electronic databases were used. In addition, this review focused on examining the effect of VSM by utilizing single-subject designs. These designs allow researchers to examine the impact of an intervention on a limited number of participants, thus affecting the ability to generalize the results (Saville, 2008). Finally, the duration of VSM implementation used in the selected studies is not discussed in this systematic review.

4.2 Recommendations for Practice and Research:

Although the findings show promising results, further studies are required to examine the effectiveness of applying the VSM intervention to enhance reading outcomes among students with or at risk of SLD. The majority of the students who were included in the reviewed studies were considered at risk of developing SLD (Ayala and O'Connor, 2013; Bray *et al.*, 1998; Montgomerie *et al.*, 2014). All of the students who received the intervention in these studies were selected from elementary schools, and most were in the first grade. More studies are needed to identify the impacts of applying VSM on student reading outcomes at middle- and high-school levels, and deep investigation is required to determine whether VSM can be considered a strong evidence-based practice that can be implemented with students who have been identified as having SLD.

Additionally, most of the studies implemented VSM in restrictive environments (Ayala and O'Connor, 2013; Decker and Buggey, 2014; Hitchcock *et al.*, 2004; Montgomerie *et al.*, 2014), while the Individuals with Disabilities Education Act (IDEA) requires schools to provide educational instruction to students in the least restrictive environment (Rozalski *et al.*, 2011). Therefore, future studies should be conducted to find whether teachers can effectively implement VSM with students in a general classroom and to find the best ways to enhance the implementation in the least restrictive environment.

As noted in the results section, VSM was applied as an independent variable, but other strategies were applied in the reviewed studies besides students receiving general reading instruction in the general classroom. Thus, many variables need to be controlled in further studies to examine the effects of utilizing VSM alone to support students with or at risk of SLD. In addition, the research should determine if the VSM provides long-term impacts (Montgomerie *et al.*, 2014); indeed, Dowrick *et al.* (2006) stated that the teaching effects of VSM are limited over time.

Finally, research should be undertaken with the aim to guide teachers in using the best VSM practices. Teachers should know how they can develop the intervention and select suitable components and an appropriate duration to meet students' needs in school settings (Kellems and Edwards, 2016). In addition, teachers need to be skilled in recording, editing, and capturing students behaving in a targeted way to develop appropriate examples for the students to follow (Prater *et al.*, 2012).

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